DOCUMENT RESUME

ED 219 181 RC 013 480

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TITLE Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Three.
INSTITUTION Harris County Dept. of Education, Houston, Tex.
SPONS AGENCY Texas Governor's Office, Austin. Criminal Justice Div.
PUB DATE 79
GRANT JA-79-C03-5874
NOTE 108p.; For related documents, see RC 013 473-487.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Citizen Role; *Citizenship Education; *Citizenship Responsibility; Crime Prevention; Curriculum Guides; *Decision Making Skills; Grade 3; Learning Activities; Primary Education; *Safety Education; *Social Studies; *Units of Study; Values Education
IDENTIFIERS Citizen Me Project TX

ABSTRACT

Integrating concepts of basic citzenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing third grade social studies curriculum. The 10 lessons cover school rules as personal safety measures, consequences of not knowing rules, rules for everyone, rules as a joint responsibility, personal responsibility for crime prevention, and need for rule enforcers. Lessons aim to: (1) stimulate concern for maintaining personal and other safety, for the responsibility for one's actions, and for preventing injury to self or damage to personal property; (2) create awareness of rule makers as rule obeyers, of the rules a school service worker must follow to meet job expectations, that rules work only when each person meets his responsibility, and that good citizenship includes reporting hazards, crime and appreciation for good services; (3) develop insight into the reasons for rules, the need for rule enforcers to protect the citizen's rights, and good citizenship; and (4) expose students to procedures for reporting hazards, crime and appreciation for good services. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities; evaluation criteria, and black and white illustrations. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Three

Angela Javora

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

This curriculum was prepared as the result of funding from the Office of the Governor Criminal Justice Division (Grant N. JA-79-C03-5874) Austin, Texas in cooperation with the Harris County Department of Education.
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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    A. Locating and organizing information.
    B. Drawing inferences and tentative conclusions from data.
    C. Formulating and applying generalizations to new situations.

Lesson One

CLOSE ENCOUNTERS

Purpose: To stimulate the student's concern for the role he/she plays in maintaining his own and others safety.

Concept: School rules as personal safety measures.

Time: 30-40 Minutes

Materials: Transparencies
Overhead projector

Objectives:
1. The child will explain the need for being informed of specific rules and regulations.
2. The child will identify and explain the rules governing behavior in the classroom, school halls and cafeteria.

Activity: Read the story, "Close Encounters," and show the accompanying transparencies.

Introductory Lesson:

CLOSE ENCOUNTERS

A visitor from outer space named Willy Wobble lands his space ship in the school playground. His planet has become overpopulated and he is looking for a new home. He may decide to stay on earth, but he needs to know more about life here.

Since he has never been in school, he cannot read or write our language, but he is willing to learn. He knows a little bit about life on our planet from picking up our TV signals. He has used his video tape machine to take photos of some of the things he saw on our TV. But he is confused as to what he is really supposed to do in a school.

(T 1-1) Since Willy is a friendly visitor, he leaves his space ship on a minijag and rolls it right through the front doors of the school while he whistles to himself. Before long Willy puts his minijag in high gear and races down the hallway making sounds that a wobble makes — "Dong, din, boink, dong, din, boink." He especially liked making those sharp turns around the corners at the end of the hallway.

(T 1-2)

(T 1-3) There was such a racket in the hallway that many teachers came out of their classroom to see what the fuss was all about.

(T 1-4) Poor Mr. Bundle didn't see Willy until it was too late. The minijag rolled over his foot and Willy's antenna knocked his glasses off. Just about that time a third grade class came down the hallway on its way to P.E. class. The children were frightened and started screaming and

(T 1-5) running in all directions.

(T 1-6) Willy stopped his minijag and called out to the children in his friendly wobble way because he wanted to make friends. He just couldn't understand why everyone kept running.

(T 1-7) Then Mrs. Winkle, the school principal came out and told Willy to follow her to the office. Meanwhile, some of the third grade children whispered quietly and followed Mrs. Winkle and Willy to the office. They knew Willy was in big trouble.

Ask:

1. "What happened in the story?"
2. "Why did Willy get called to the office?"
3. "What rules did Willy break?"
4. "Because Willy didn't know the rules, does that excuse him from any responsibility for injuring Mr. Bundle?" "If you were a visitor to a new school what are some of the things you would do?" (Elicit behaviors like signing in at the office and why important to get pass at office -- etc.) "What should Willy have done before riding his minijag into the school?"
5. "What could Willy do now?"
   a. About Mr. Bundle?
   b. Willy wants to learn more about school, but he doesn't want to hurt anyone. What should Willy do to avoid injuring anyone in the school by accident? (Probe for the need to know the rules for behavior within the school.)
6. "What would you do about Willy if you were the principal?" "What are some of the rules Willy should know about how to behave in the classroom, in the hallways, in the cafeteria, and in the restroom?"

Select from the following topic headings those categories that are most relevant for your class. Delete any heading that does not apply to you and substitute any heading that would be more appropriate for your students.

On the chalkboard, write the different headings: Classroom, Hallways, Cafeteria and Restroom. Under each heading elicit from the children the rules for conduct and ask them to explain each.

The following lists are included only as examples of what your students might suggest. Accept any reasonable set of behaviors the children recommend. Focus on the categories that are most meaningful for your own class.

Example:

Classroom

1. Raise your hand before speaking.
2. Speak in a quiet voice.
3. Keep the floor around your desk area free from clutter.
4. Use the recess pass.

Hallways

1. Walk; do not run.
2. Walk on the right side of the halls.
3. Speak in a very quiet voice.
4. Walk lightly.

Cafeteria

1. Use a tote tray.
2. Form a single line at the lunch counter.
3. Return your tray to its proper place.
4. Eat your food quietly.
5. Walk; do not run.
6. Speak in quiet tones.

Restroom

1. Take a pass before leaving the classroom.
2. Walk quietly down the hall.
3. Use the restroom quickly.
4. Flush the commode after using it.
5. Wash your hands.
6. Report any mechanical difficulties to your teacher.

After a day at school and an afternoon in the principal's office, Willy decides he has a lot of rules to learn in order to be safe and keep others safe.

Evaluation: 1. After seeing Willy in school, what advice would you give to him to help him learn to be a good earthling? What rules could you make up for Willy to make sure he doesn't hurt anyone else by accident?

What advice would you give Willy to help keep him from becoming injured himself?

2. Set aside a bulletin board, put up a picture of Willy. List the rule categories used in this lesson on the bulletin board. Have the children make illustrations of the rules. Display the illustrations on the bulletin board.

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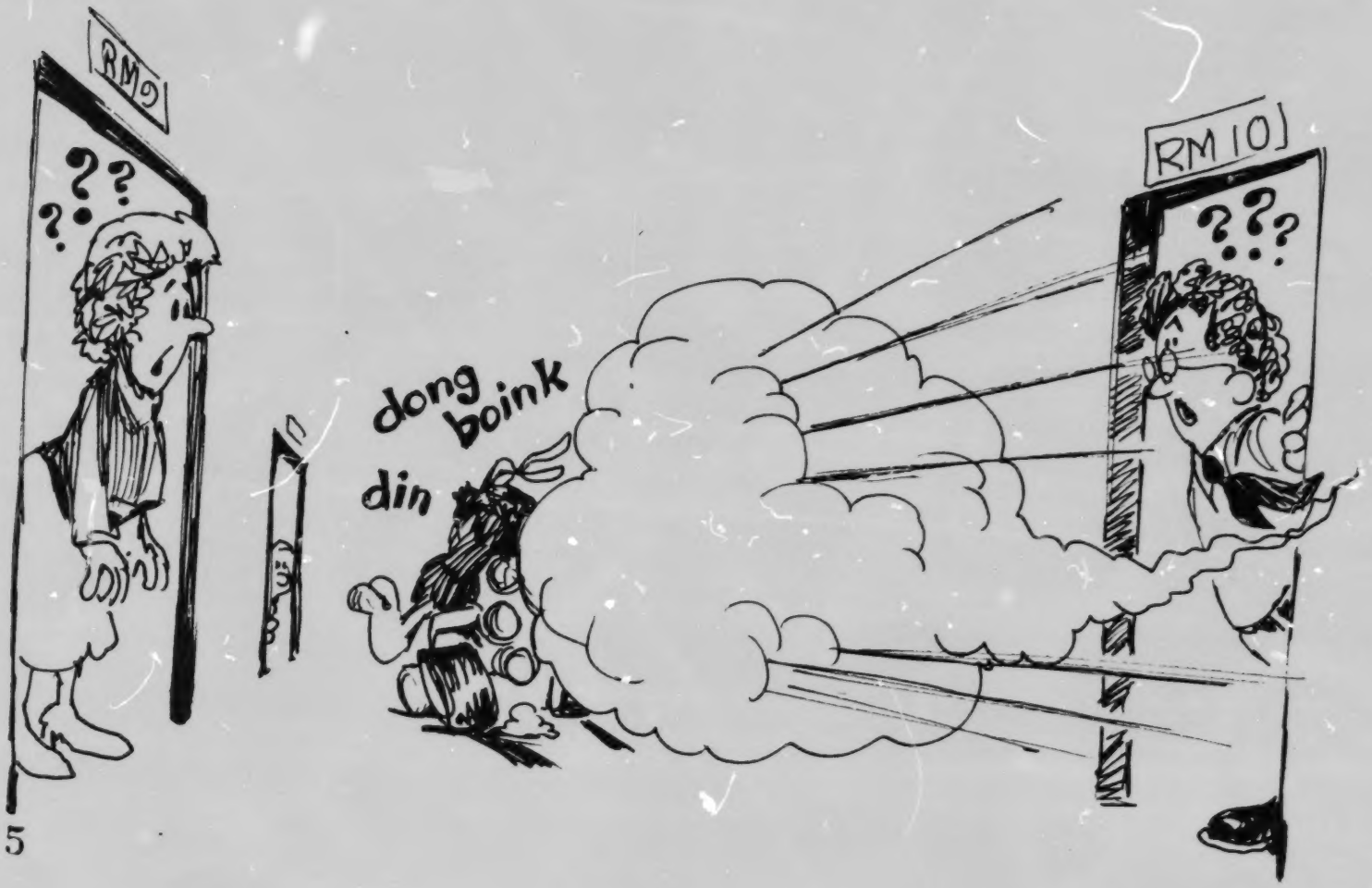

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din boink dong

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Lesson Two

CLOSE ENCOUNTERS

Purpose: To stimulate concern for the responsibility each student has for the consequences of his actions.

Concept: Consequences of not knowing rules.

Time: 30 minutes

Pre-requisite: Lesson One

Objective: The student will brainstorm possible amends for having been responsible for another's injury.

Activity: Continue Part II of Willy Wobble of "Close Encounters" from yesterday.

Read Aloud

"Yesterday While Willy Wobble was learning about the rules of behavior for the classroom, hallways, cafeteria, and restroom, Mr. Bundle was taken to the hospital. The examination showed Mr. Bundle's foot was broken, so it was placed in a cast. Some of the children were upset that Willy was not punished severely for what happened yesterday."

1. Who remembers what happened in yesterday's story?
2. Why was Willy riding a minijag in the school building? (He didn't know the rules.)
3. What do you think could happen to Willy?
4. For what is Willy responsible?
5. What do you think should happen to Willy?
6. What would you do if you were the principal? Why?
7. What would you do if you were Mr. Bundle? Why?
8. How do you think Willy feels?
9. How do you think Mr. Bundle feels?
10. Is it enough to say, "I am sorry?" Why or why not?
11. If someone broke your foot and your glasses by accident would his/her saying "I'm sorry" be enough for you? Why or why not?
12. What are some helpful things that could be done for someone with a broken foot?
13. Have you ever known anyone in an accident? What happened?

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14. What are some helpful things that his/her family and friends did to help the injured person?

15. Did the injured person ask for help? If so, what kind of help did he want? If he did not ask for help, why do you think he did not ask?

16. Why do some people ask for help and others do not?

17. What can Willy do to help make up for the accident to Mr. Bundle?

Evaluation: Once the accident occurred, it could not be undone. Discuss at this point what might be done to be fair to both Mr. Bundle and Willy.

Have the children list (brainstorm) why it is important to try to make amends even if what happened was an accident.

Lesson Three

CLOSE ENCOUNTERS

Purpose: To create the awareness that rule makers are also rule obeyers.

Concept: Everyone has rules to obey.

Time: 30-40 Minutes

Materials: Overhead projector
Transparencies

Pre-requisite: Lessons 1 and 2

Objectives: Given a prescribed situation the student will:

1. Identify at least three problems.
2. Recommend three rules for alleviating the problem.
3. State for whom the rule is intended.

Activity: Part III of "Close Enounters"

Even after all the trouble Willy Wobble caused with his minijag and running over Mr. Bundle's foot, Mrs. Winkle, the school principal, decided to give Willy a chance to learn about life on earth and about being in a school.

Willy was so excited, "Dong, ding, boink, whrr, dong, ding, boink, whrr" when he learned he could stay in a third grade class for a few weeks. He knew it was his big chance to learn to be a good earthling.

But Willy's strange behavior had everyone wondering what life on the planet Wobble must be like - especially, since Willy did not act like anyone else on earth. So Willy started to tell about life on Planet Wobble. Look carefully at these next scenes to see if you can see why Willy was unhappy there:

Scene at Wobble Food Market - Show transparencies of the scene described below:

Shipping boxes are stacked 3 deep and 6 feet wide. Some boxes have been opened and their contents strewn on the floor. Contents include bottles, cans, egg cartons, etc. The empty boxes are scattered haphazardly on the floor. Several bottles are broken and little Wobbles are climbing over debris. Some Wobbles are tearing open more packing boxes, other Wobbles are standing around looking hasseled.

Some Wobbles are walking; some are on minijags and are running down other Wobbles; some Wobbles are in minicopters (small helicopters that are in flight and are knocking over merchandise).

Ask:

1. Where might this be taking place? What makes you think so?
2. What seems to be happening? (Probe for identifying the problem.) Accept whatever reasonable set of problems the children see.
3. On one side of the chalkboard, list the problems as the class identifies them. Accept any reasonable observations. Title the list Problems.
   a. No one has unpacked the shipping cartons.
   b. There are no labeled cartons.
   c. There is no special place for walking (no aisles).
   d. There are no labeled aisles to find food easily.
   e. There are too many powered vehicles.
   f. There is trash all over the floor.
   g. There is no special place for cold foods to be kept fresh.
   h. Some Wobbles are hurting others.

If the children are slow in identifying the problems, ask the following questions to stimulate their thinking.

4. How do the Wobbles know what is in the cartons? (no labels)
5. If you were a Wobble and needed to buy bread, milk and hamburger meat, to which section of the store would you go? (no organization for food storage)
6. How would you carry your groceries around the store without getting hurt? (trash all over the floor)
7. What is happening with so many different vehicles? (not safe)
8. Does it have to be that way?
9. What three (or more) things are happening that shouldn't?
10. What is causing them?

Continue with the discussion as follows. Ask:

1. Would you shop for groceries in this store? Why or why not?
2. Have you ever been in a store where you didn't like to shop? Why not?
3. What suggestions could you make for changing the Wobble store to make it a place where you want to shop?
4. What rules would you suggest be made?

Refer back to the list of problems the children identified. Start a second list next to each problem, of the rules the children may suggest to alleviate each of the problems. Label this list, "Rules." Example:

Problems	Rules
1. No one has unpacked the shipping cartons.	1. Store should unpack shipping cartons.

2. There are no labeled cartons.	2. Cartons should be labeled.
3. There are no aisles.	3. Set up aisles or space for walking.
4. There are no labeled aisles to find food easily.	4. Label aisles.
5. There are too many powered vehicles.	5. Only pushcarts are allowed.
6. There is trash on the floor.	6. Keep floors mopped and free of boxes.
7. There is no special place for cold foods to be kept fresh.	7. Some foods must be kept fresh with refrigeration.
8. Some people are hurting others.	8. No violence is allowed.

After completing the list of rules, ask the children to identify which rules are for the customer to obey and which rules are for the store to obey. In a third column titled Who Obeys, write next to each rule, for whom the rule is intended.

Evaluation: Begin a class chart titled, "Good Citizens Make and Obey Rules." The chart will have three main sections: Problems, Rules, Who Obeys. The chart will be expanded by the children as they progress through the unit. The information from this lesson will be the first entry on the chart.

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Lesson Four

CLOSE ENCOUNTERS

Purpose: To create the awareness that the rule makers in a school are also rule obeyers.

Concept: Everyone Has Rules to Obey

Time: 30-40 Minutes

Pre-requisite: Lessons 1-3

Materials: Transparencies
Overhead projector

Objectives:

1. The student will compare the rules list of the previous lesson with services available in the school.
2. The student will state who performs the corresponding service within the school.
3. The student will prepare questions to interview the head custodian (or principal, cafeteria manager, office personnel, nurse, etc. or any other school service personnel selected by the children).

Activity: Part IV of "Close Encounters"

(T 4-1)

When Willy Wobble saw the rule list for planet Wobble that we wrote yesterday, it almost blew his mind. "Boink, din, boink." Willy has never lived with rules before and he is not really sure they will work. Willy says, "Din, boink, squeak, you have to show me how this works in your school, din, dong."

Today let's take a look at the rules list we made yesterday to see if we can show Willy some examples of rules that he might see in action right here in our school.

Ask: "Do we have this rule in our school?"

Whenever possible, equate the rules of the previous day's lesson to similar functions at the school. Re-word the rule, if necessary, to draw an appropriate comparison.

Example:

Rule #1 "Store should unpack the shipping cartons."

Ask, "How do you think our school supplies and books get to us?"

Rule #2 "Cartons should be labeled."

Ask, "What is labeled in a school building?" i.e., library, room numbers, office, cafeteria, etc.

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Proceed through the list of rules to identify the corresponding school situation (if applicable). Write the school situation in the form of a rule on the Good Citizen Chart from the previous lesson. Next to each school rule, write in pencil the name of the position the students think is responsible for obeying that rule (under the column (Who Obeys).

Example:	Rule	Who Obeys
Rule #6 -	Keep floors mopped.	Custodian's job
Rule #7	Some food must be kept fresh with refrigeration.	Cafeteria manager

The children should be encouraged to verify this information informally as the unit progresses by asking people in the positions listed if the rule falls within their job responsibilities.

After the rules and positions are listed, read the following:

Willy says, "Ooh! This is all too much for me. It is hard to believe that everybody but everybody has rules to obey."

"Well, it look like Willy needs a little bit of convincing, so let's invite the head custodian (or anyone from the list) to come to our class to tell us about the kind of job he has and what rules he has to obey." (Or let the children select the person they would prefer to interview.)

"While Willy is recovering from his shock, let's think of some questions we might ask our custodian about his job." (Elicit as many questions as are of interest to the child.)

List the questions on the board. Have a child copy the questions if on the job interviews are going to be conducted.

Example:

1. What is your name?
2. What is your job here?
3. How long have you worked here?
4. What are some of the things you do for us in our school?
5. What do you like most about your job?
6. What are some of the things you expect of us as students in this school so that you can do your job?
7. What are some things that some students do that they shouldn't?
8. What are some things that some students don't do that they should?
9. What problems have you had in doing your job?
10. What can we do to help make your job more enjoyable?
11. What do your supervisors expect of you in your job? (i.e., arrival and quitting time, etc.)

Evaluation: Select a committee of 1-2 children to invite the custodian to come for an interview in the classroom tomorrow (or the earliest convenient day). Be specific about the date, time, class period, room number and the reason for the interview.

Review with the committee the reason for the invitation - to find out more about his specific job responsibilities within the school.

Variations:

1. Add additional interviews of other school personnel as time permits and the class interest is inclined. Follow the same procedure and questions as outlined above.
2. Pairs of children can be assigned to conduct on-the-job interviews with each person on the list, if the children have access to a portable cassettee tape recorder. The children may use the questions outlined above. Listen to the tape and pull together on the board similar kinds of expectations.

boink hiss sputter dong rattle din squeak

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Lesson Five

CLOSE ENCOUNTERS

Purpose: To interview one school service personnel to learn about the rules he must follow to meet his own job expectations.

Concept: Everyone Has Rules To Obey

Time: 30-40 Minutes

Pre-requisite: None

Materials: Cassette tape recorder and blank tape
Scissors to cut out cards for the enrichment activity
Overhead and 1 transparency

Objectives:

1. The student will conduct an interview of a school employee.
2. The student will write the responses to the interview questions and record the information on the Good Citizen sheet.
3. The student will write a letter of appreciation to the person interviewed.

Activity: Spokesman speaking to the head custodian:

"We are learning about rules that everyone of us has to obey. The children have rules for their behavior and for keeping their materials. Now we would like to know more about your job and some of the things your supervisors expect of you and what you expect of us who work and study in this school.

Let the students:

Conduct the interview with the questions prepared during the previous lesson.

Tape record the interview and/or write the responses on the chalkboard. This information can be transferred to the Good Citizen chart after the interview. (Lesson 3)

Express gratitude to the person interviewed for taking time to talk with the class.

Ask the class, "What might the school be like without any custodians, cafeteria workers, nurses, etc." (Aim for the idea that the school needs the personnel to keep it operating, that the personnel need the jobs, that the jobs have rules.)

Willy says, "It sounds like everyone in this school needs each other in some way to make things run smoothly."

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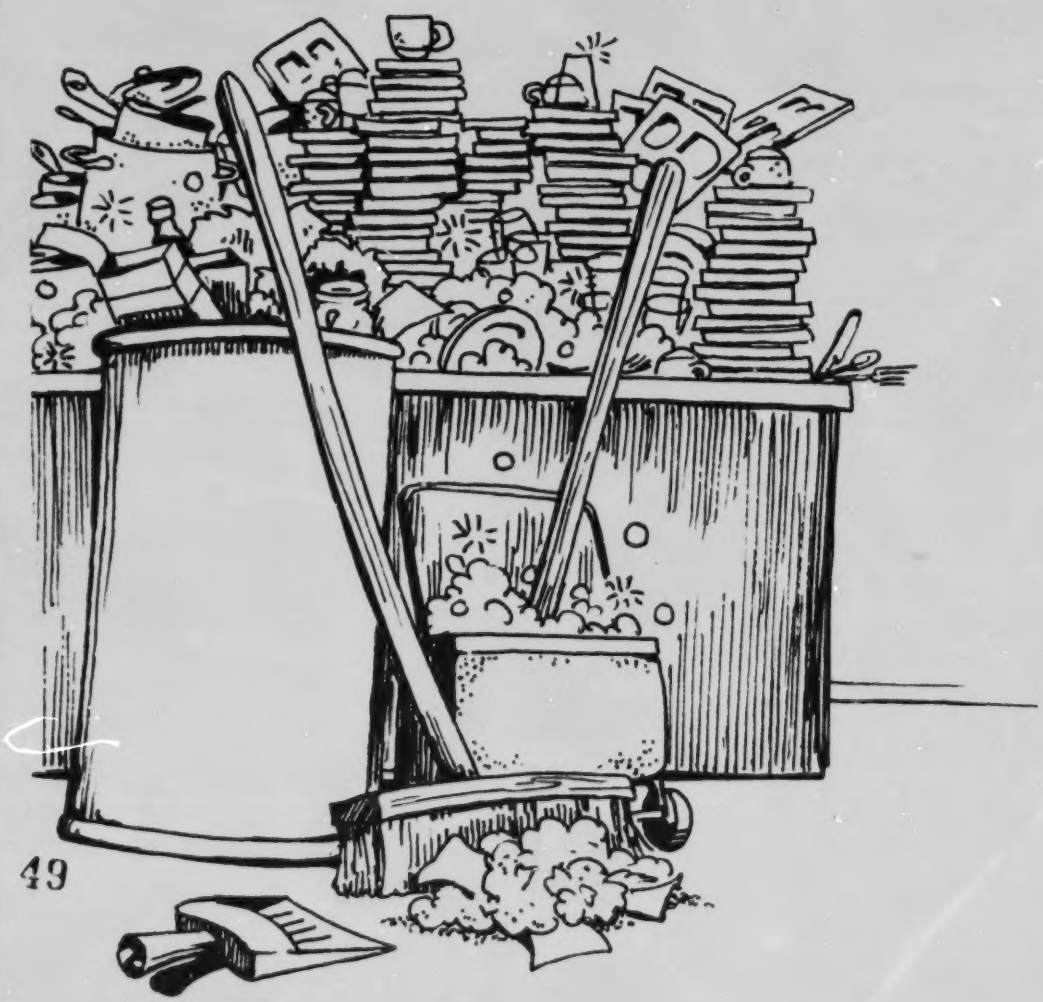
Evaluation:

1. Add the responses from the interview to the Good Citizen chart. (Lesson 3)
2. Write a letter of appreciation to the person interviewed for taking part in the interview and for the services he gives.

Enrichment: Game of "Who Am I?" for 2-3 players. Attached are two sets of cards that must be cut apart along the dark lines. One set of cards has job related responsibilities written on the front. The other set of cards has the title of various jobs held by people employed in the school.

The objective is to match the job responsibility or Rule Card with the job title (who must obey) card. The answers are coded on the front of each set of cards in the upper right hand corner. One set has a capital letter, the matching card has the corresponding small letter. i.e., A a.

The procedure for playing is similar to the game of concentration. All the cards, except one (any one) are placed face down on a table. One card is turned up. The purpose of the game is to get as many matched pairs of Role Cards with the corresponding Who Obeys cards. When a player makes a matched set, he takes both cards. If a match is not made, then both cards are turned face down again. The player with the most number of matched pairs wins.



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SAMPLE

Rule Card A		Who Obeys a	
A.	I make sure book cards are filled out before books are removed from the library.	a.	Librarian
B.	I make sure there are clean trays in the lunchroom and enough nutritious food for all students.	b.	Cafeteria manager
C.	I make sure people obey the school zone signs.	c.	Police
D.	I make sure light bulbs are replaced when they burn out and floors are clean.	d.	Custodian
E.	I make sure children get messages from their parents.	e.	Office Clerk
F.	I make sure there are enough books for all the classes in the school.	f.	Assistant Principal
G.	I make sure I cross the street at the crosswalk.	g.	Pedestrian
H.	I make sure I slow down when approaching a school zone.	h.	Driver
I.	I make sure I pick up trash around my desk.	i.	Student
J.	I make sure people's houses don't burn.	j.	Fireman

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A

I make sure all library book cards are filled out before books can be removed from the library.

a

Librarian

B

I make sure there are clean tote trays in the lunchroom.

b

Cafeteria manager

C

I make sure people obey the school zone signs.

c

Police

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D d

I make sure light bulbs are replaced when they burn out.

Custodian

E e

I make sure children get messages from their parents.

Office Clerk

F f

I make sure there are enough books for all the classes in the school.

Principal

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G g

I make sure I cross the street at the green light.

Pedestrian

H h

I make sure I slow down when approaching a school zone.

Driver

I i

I make sure I pick up trash around my desk.

Student

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J j

I make sure peoples' houses don't burn.

Fireman

K k

L l

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Lesson Six

CLOSE ENCOUNTERS

Purpose: To develop the awareness that rules work only when each person meets his responsibility.

Concept: Rules As A Joint Responsibility

Time: 30-40 Minutes

Pre-requisites: Lessons 1-5

Materials: Enclosed blank map form - one per student
Pencil and notebook (or other hard, portable surface on which the children can fill out their map forms.
Overhead projector
Transparencies

Objectives:

1. The student will participate in a discussion that will direct his attention to the types of items to look for on the class walk.
2. The student will take a walk around the school.
3. The student will fill in the attached map form and indicate the location of traffic signs, lights, crosswalks, etc. around the school, and the names of the four streets or roads immediately surrounding the school.

Activities: Part 6 of "Close Encounters"

(T 6-1) Well it seems that Willy was very impressed with our visitor yesterday and with the way we have to work together.

Willy says, "It sure does seem like there is a lot of team work that goes on in a school. I guess the rules help it all work for everybody. Is it like this outside the school, too, or are there only rules for inside a school?"

(T 6-2) "Boys and girls, are there other rules I need to know about before I start to explore the neighborhood?"

Ask:

1. "What is Willy likely to find in a street?" Remember, he has never been to earth before. (i.e., cars, trucks, buses, motorcycles.)
2. "What should Willy know before crossing a street?" "What should he look for?" List these items on the board. (Probe for things like:
   a. traffic lights
   b. crossing on the green light, not the red

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c. using the crosswalks

d. crossing at the corner (what is a corner?)

3. "What can Willy expect the drivers to do at:"

a. a red light

b. a stop sign

c. a green light

d. a yellow line

e. a crosswalk

f. a school zone sign

4. "How do the drivers know what to do when they see all these signs?"

(T 6-3) Willy says, "Wait a minute - hold everything! I just want to go for a walk, that's all. I don't want to invade your planet!"

Teacher says:

(T 6-4) "Well, Willy, it is not as bad as it sounds, but you will understand it better when we take our walk around the school. Don't worry, we will not let anything happen to you. We will take good care of you."

(T 6-5) Boys and girls, since Willy is confused about traffic safety and what to look for, we can help him out by looking very carefully for all the traffic signs around our school. We need to be very careful to write down the different signs that drivers must obey and all the things that pedestrians must obey.

We have listed some of these things on the board. When we go for our walk, see if you can find these signs and any others we may not have written down yet.

Be sure to mark 3 things on your map.

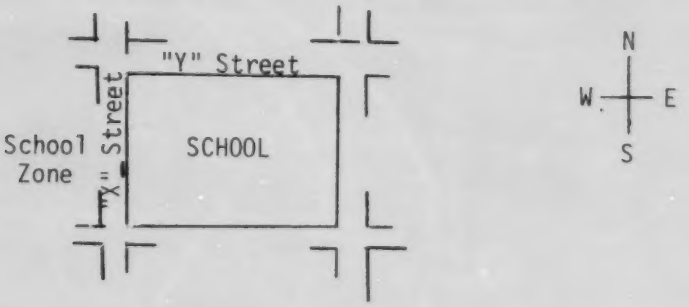
1. Mark the names of each of the four streets around our school as we walk on each street.

2. Look for the types of traffic signs on each street.

3. Mark on your map, the exact location of the sign you see on each street."

Example:

On street "X" there is a school zone sign in the middle of the block. So mark your map like this.



Look at your maps carefully. The four cardinal directions are marked on your map - North, South, East, West.

We will be leaving the school through the (north) exit. North of our school is "Y" street. Be sure to make "Y" street on your map at the north side when we are standing and facing north outside the school.

It will help you to keep turning your map as we go around the corner of the blocks.

Evaluation: The children will fill in their individual maps as they walk around the school.

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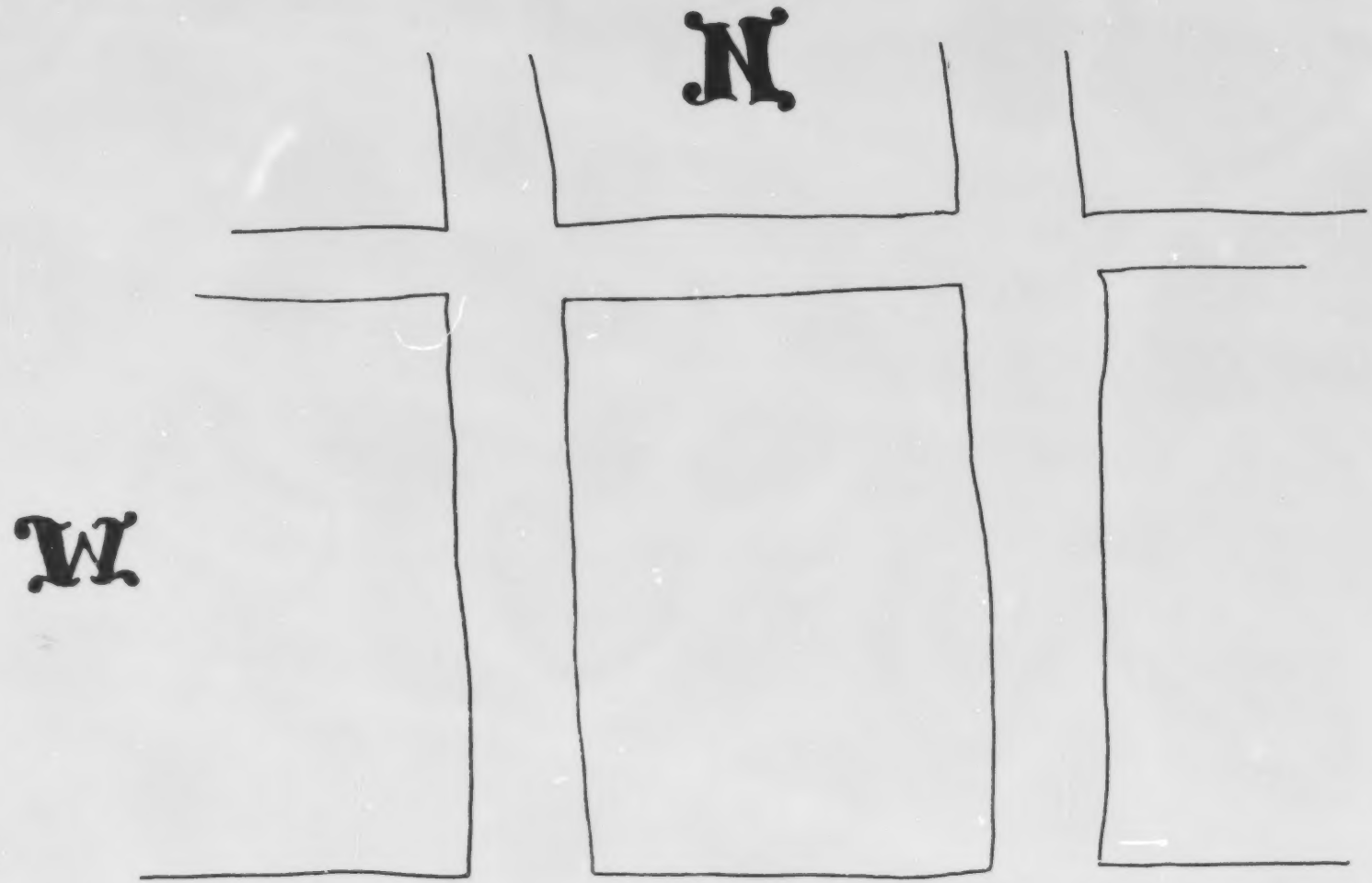

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Lesson Seven

CLOSE ENCOUNTERS

Purpose:

1. To develop the understanding that people outside the school have rules too.
2. To develop insight into the reasons behind the rules.
3. To create the awareness that rules work only when each person meets responsibility individually.

Concept: Rules as a joint responsibility

Time: 40 Minutes

Pre-requisite: Lesson 6

Materials: The student will:

1. Complete map started in the previous lesson.
2. Make a bulletin board sized map that is a duplicate of individual map.
3. List three traffic rules a pedestrian must obey and three different traffic rules drivers must obey.
4. Practice using the 4 cardinal directions on a map.

Activity:

Starting with the student maps from the previous lesson, construct a bulletin board sized map (duplicate of their maps) using masking tape on the bulletin board to mark off the streets. (Make whatever geographic modifications are necessary on the form map to make it compatible with your school vicinity.)

Mark the 4 cardinal directions - North, South, East, West. Fill in the location of the school, street names and location of any signs of traffic regulations (i.e., school zone, yield, crosswalks, stop, railroad, etc.)

Ask the students what stores, buildings, etc. surrounded the school?

Fill in, in small print, on the map the kinds of stores and buildings that immediately surround the school, i.e., church, bank, grocery, etc. or any other landmark on each of the streets.

Instruct the students to fill in their maps accordingly.

Ask: "What would happen if....?"

1. there were no traffic lights or signs?
2. if cards didn't stop?
3. if pedestrians didn't pay attention to the traffic lights?

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4. if cars didn't slow down at the school zone signs?

5. if only the pedestrians obeyed the traffic rules and drivers didn't?

6. if only the drivers obeyed the traffic rules and the pedestrians didn't?

Let's see if we can list some rules that pedestrians must obey. Write these on the board under the heading, Pedestrian Rules. Do the same thing for rules that drivers must obey; write these under the heading of Driver Rules. Transfer this information to the Good Citizen Chart, when time permits later during the day.

Evaluation: Instruct the children to use their individual maps as you give them instructions to play the game. "Where Am I?" This game uses and reinforces map directions. If the children appear to become easily confused, direct their attention to the bulletin board map as you call out directions. Do this a few times until the children become familiar with how to play.

Directions:

1. Put your finger on the west wall of the school building. Walk straight ahead to the street. What street are you facing? What signs do you see that people must obey?

2. Now turn right and don't move; in what direction are you facing? (North) (Demonstrate this on the bulletin board map, if necessary.)

3. Keep walking north until you reach the corner. Stop. Turn and face west. Stop. At what building are you looking? (If you are in a rural area, then ask whose house or property are you facing.)

4. Turn left, go down to the end of the block. Stop. In which direction have you been walking? (South) What is the name of the street you are facing? What signs do you see that people must obey? What might happen if they didn't?

5. In which direction do you need to walk to get to the school playground?

6. Walk to the playground, then stand and face east. What is in front of you?

7. Direct the children back into the school to the classroom. Expand the instructions to include landmarks familiar to your class.

Variations:

1. Use the map to go on a treasure hunt. Decide where you want the treasure to be buried (figuratively speaking). Write the directions to the spot from a starting point that can change each time you go on a hunt. Try giving the instructions for locating the treasure using the cardinal directions as a way of reinforcing map skills.

   (Be sure to write down the instructions before giving the children directions to the treasure - it will provide verification for you if there are several children with different answers.

2. The map can be expanded to include more than just the 4 surrounding streets. i.e., It may include the names of the streets on which the children live, or the attendance area of the school.

Lesson Eight

CLOSE ENCOUNTERS

Purpose: To stimulate awareness of one's own responsibility for preventing injury to self or damage to one's personal property.

Concept: Personal responsibility for crime prevention.

Time: 30-40 Minutes

Pre-requisite: Lessons 1-5

Materials: Transparencies
Overhead projector
Evaluation Sheet "Prevent Trouble"

Objective: Students will identify the potential crime in a picture and state how to avoid the crime.

Activity: Read the following story continuing the visit of Willy Wobble.

(T 8-1) Our outer space friend is doing much better at school. He hasn't really been any other place except to school from his space ship, and Willy is anxious to explore the neighborhood and find out more about the community.

(T 8-2) He has seen boys and girls riding on something they move with their feet. Willy wants very much to learn to ride a bike. As Willy wobbles down the street he notices a bicycle leaning against a tree. Willy thinks to himself, "Oh boy, this is my chance -- dong, din, boink."

— STOP —

1. Is it right for Willy to take a ride on this bike?
2. Why or why not?
3. What should he do?
4. What would you do if you were Willy?
5. If Willy borrows the bike without asking anyone, is he guilty of stealing?
6. What would you think of someone who used your bike without asking you first?
7. How would you feel if you came out of school and discovered your bicycle was gone? What would you do?
8. What can you do to your bike to make sure no one can use it without asking you? Examples:
   a. use chain and lock on wheels
   b. lock it up — chain it to a tree

c. register bicycle so it can be traced and returned if it is ever stolen.

Willy decides he will wait to ask someone before he rides the bike. But Willy does wonder how do boys and girls know which bike is which when there are so many bikes that look alike?

(T 8-3)

But Willy has a lot to learn about what he should do to keep himself safe and his property.

Look at these next situations to see what is happening and what advice you can give Willy.

1. A stranger in a car offers Willy a ride.

(T 8-4)

What could Willy say?

What might happen if he accepts a ride?

What should Willy do?

Why should he do that?

2. Willy is waving a dollar bill in his hands; this is his lunch money.

(T 8-5)

What might happen if Willy keeps carrying his money like this?

What should Willy do?

Have you ever had money missing?

How did you feel?

What should you do if you have to bring money to school?

Evaluation: The children fill in the blanks on the handout entitled, "Prevent Trouble." The children will look at the picture on the left and describe at the right side what needs to be done to prevent the problem in the picture. Child fills in the last box with his own sketch of a problem he encountered that was different from the first three shown.

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T 8-5

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EVALUATION SHEET

Prevent Trouble

Problem

How to prevent this

1. _____

2. _____

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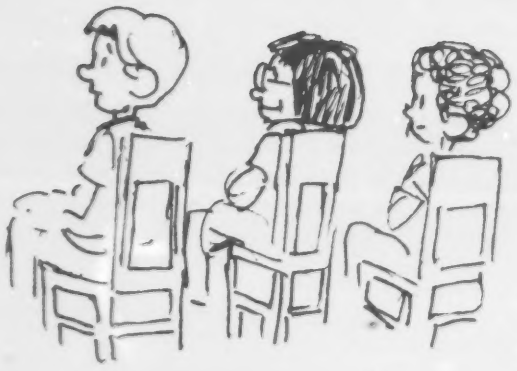
Problem

How to prevent this

3. _____ _____

4. _____ _____ _____



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Lesson Nine

CLOSE ENCOUNTERS

Purpose: To develop the understanding that rule enforcers are needed to protect the rights of citizens who obey the rules.

Concept: When rules are broken, we need rule enforcers.

Time: 30-40 Minutes

Pre-requisite: Lessons 1-8

Objective:

1. The student will participate in a discussion of the need to have people to enforce rules at school and within the community.
2. The student will select a rule to illustrate:
   a. who the rule enforcer is.
   b. the people whose rights the rule is intended to protect.

Activity: Part 9 of Close Encounters

Willy says, "....I....I.... don't know about all this. It seems like a good idea to have traffic lights and signs and rules for the playground, cafeteria and school, but....but, I'm still sc-sc-scared to go walking on the streets. What is there to keep all those cars from running over little wobbles like me.?"

"And what about the playground, how can I be sure someone won't hit me because I look a little different from you? Or what about in the classroom, just suppose no one obeyed the rule about putting trash in the trash basket?"

"What happens when someone decides he doesn't like a rule and then decides not to obey it? I know what I am talking about! I have a little brother who is a real twerp; I just know he wouldn't like some of the rules."

"Well, class, is there anyone to stop people from breaking the rules:

1. in the cafeteria? If so, who?
2. in the classroom? If so, who?
3. on the playground? If so, who?
4. in traffic? If so, who?

"Why is it important to have people to enforce the rules — make sure that the rules are obeyed?" (Probe for the need to protect the rights of others.)

"What would happen if there were no one to enforce the cafeteria rules, or traffic rules?

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"How would you feel if there were no one to stop another child from taking your ice cream from you at lunchtime?"

"How would you feel if a car went through a red light and smashed your bike as you were walking it across the street? How would you feel if there were no one to stop him or catch him?"

"Is it enough, then, just to have rules and hope that people will obey them? Why or why not?"

"What are some of the ways some drivers break traffic rules?" (i.e., speeding, drunk driving, going through a red light, etc.)

"Have you ever seen a driver break any of the traffic safety rules? What happened? How did you feel?" (i.e., about the person getting caught or not getting caught?)

"Why do we need policemen?"

"What would happen if there were no policemen to enforce the laws?"

(T 9-4) Willy says, "Oh, I get it! There are lots of rules for everybody to protect everyone's rights from a few people who don't care how they hurt others. Then you pick people whose job it is to see that the rules are enforced. If a few people break the rules then the rule enforcer's job is to stop the few people from hurting everyone else. Gosh, I feel better already."

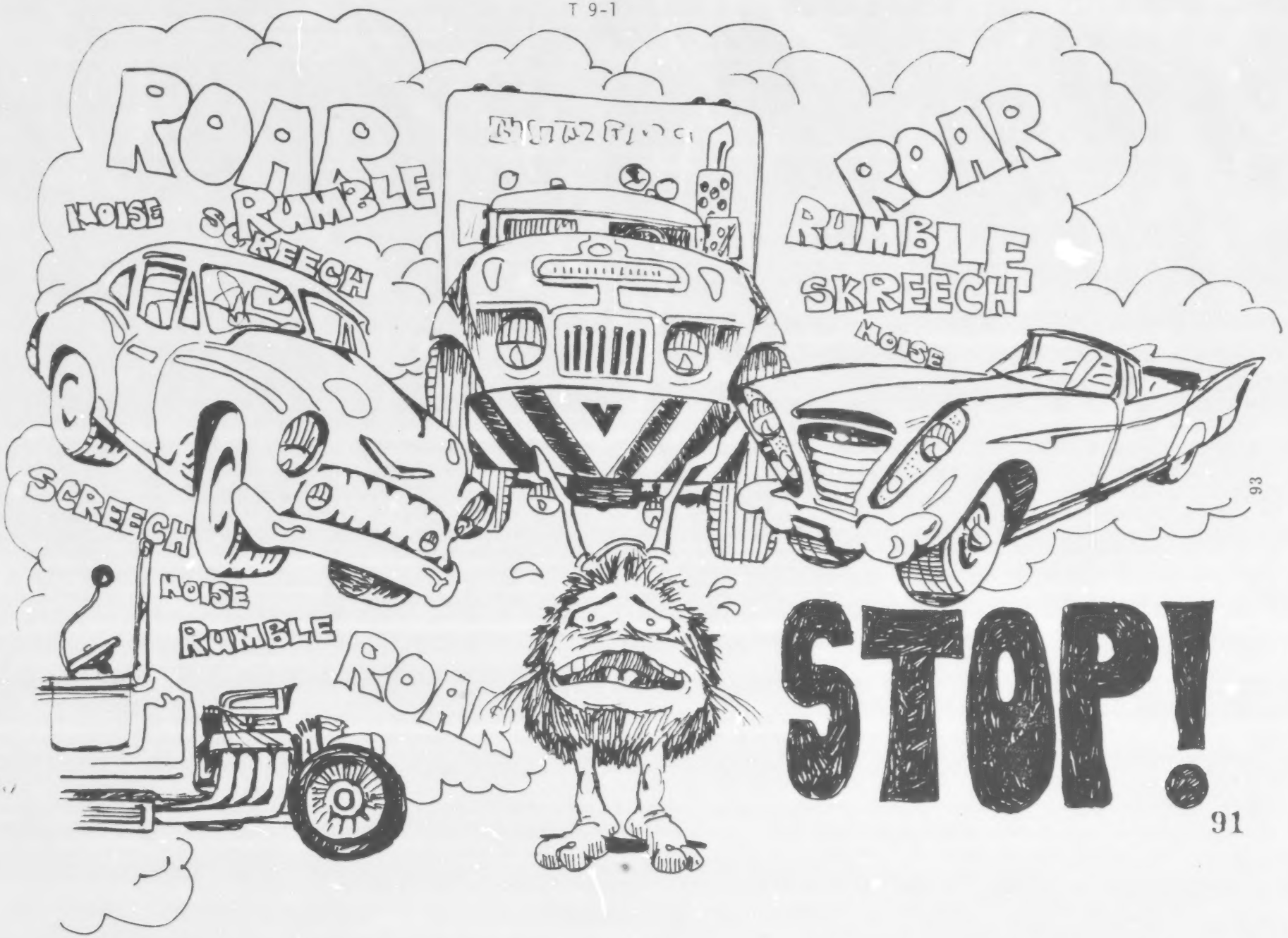
Evaluation: Students are to select a rule from the Good Citizen Chart and draw a picture of people whose rights the rule is intended to protect and who they think the rule enforcer is.

Write the rule at the top of the page.

At the bottom of the picture, write a sentence telling about the picture.

OR

Have students select a situation discussed in class or one the students know about and role play things that could happen. (e.g., What could happen if there were no one to enforce the cafeteria rules?) One student could play the part of Willy and another could be an enforcer of the rules or another student.


ROAR
RUMBLE
NOISE
SCREECH
ROAR
RUMBLE
SKREECH
NOISE
SCREECH
NOISE
RUMBLE
ROAR
STOP!

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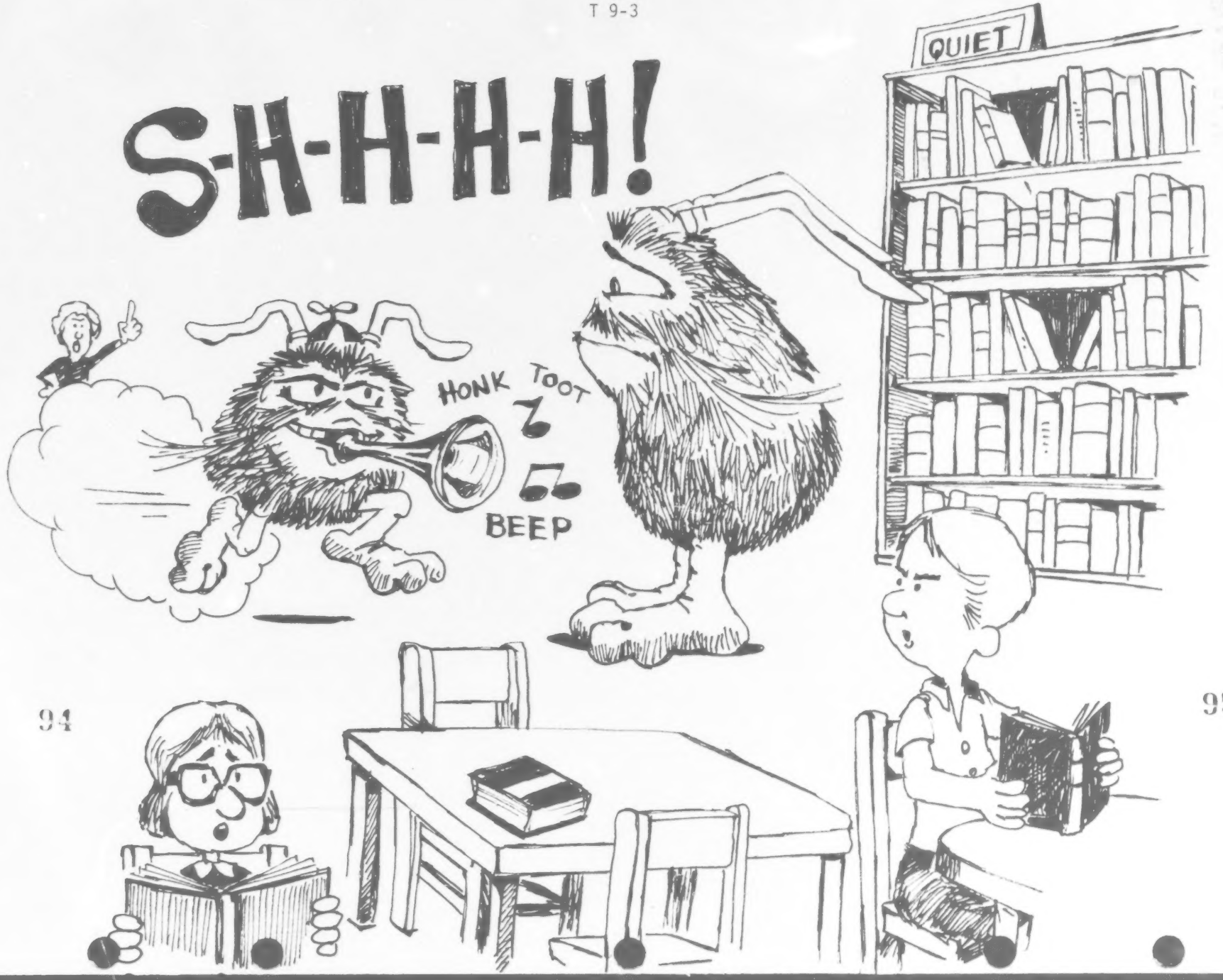

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Lesson 10

CLOSE ENCOUNTERS

Purpose:

1. To develop the understanding that good citizenship is more than just obeying the rules.
2. To create the awareness that good citizenship includes:
   a. reporting hazards in the community
   b. reporting appreciation for good services
   c. reporting a crime
3. To expose the students to the procedures for reporting hazards, crime and appreciation for good services.

Pre-requisite: Lessons 1-9

Materials: Transparencies
Overhead projector
Crossword puzzle

Objectives:

1. The student will identify a community hazard in a picture.
2. The student will state what kind of help is needed.
3. The student will describe the nature of and the exact location of the hazard.
4. The student will write a letter to the principal reporting any potential hazards on the school premises and/or a letter of appreciation for good services. (Teacher discretion here is advised.)

Activity: Close Encounters (continued)

(T 10-1) Willy says, "I'm confused again. I know you have to have rules and people to enforce them. But what do I do when something breaks down and it isn't anyone's fault yet someone could get hurt if it isn't fixed. Let me show you what I mean."

(Scene at an intersection with a malfunctioning traffic light.)

Ask:

1. What is happening here?
2. What might happen if the lights aren't fixed soon?
3. Have you ever been in a situation like this? Tell us about it. What did you do?
4. What could you as a good citizen do in this situation whether you are a pedestrian or a driver?
5. Do you just wait until a wreck happens and someone gets hurt? What needs to be done?

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6. Think of all the corners and traffic lights in the city, how do the repair crews know where to go when a light is not working? (Probe for the idea of a citizen reporting the malfunctioning light so it can be repaired as quickly as possible.)

7. Suppose the traffic light on the corner of our school stopped working? Who would you call? (e.g., general police phone number.)

(T 10-2) Willy says, "My gosh, I'd be glad to do that but what in the world would I say? The police handle so many problems, how would I know who to ask for?"

Teacher says: "Class, what might be some things the police need to know in this situation?" List these on the board. Probe for:

1. State the reason for the call. (i.e., "I want to report a traffic light that is out of order.")

2. State the exact location of the light. (i.e., "At the intersection of _____ and _____ streets.")

3. Leave your name and telephone number if they request it.

4. Thank them for their cooperation.

(T 10-3) Willy says, "Thanks boys and girls. That sounds like something I could really do. Well, now I know you will be so proud of me. I have learned from you that it is important to be helpful to people. So today I helped my first earthling! I saw someone struggling to carry some heavy furniture, so I offered to help him fill up his van. Of course, I did think it was a little strange that the man was climbing out of a window instead of using the door. Wasn't I helpful, boys and girls?"

Ask:

1. What is happening in this picture?

2. What should Willy have done?

3. Have you ever known anyone whose house was burglarized? What did they do? What was taken? How did they feel?

4. What should you do if you see someone doing something that looks suspicious? (Probe for report it to the police to let them check it out.)

5. Would it be a good idea to stop the person yourself? Why or why not?

6. What are some things you should look for before calling the police? (Probe for getting a description of the person, his/her clothes, the vehicle he/she was driving and the license number, if possible.)

7. If you were to report the scene Willy just talked about, what would you say? (Refer back to the first transparency, if necessary to give a clue.)

Write the steps on the board again to show the pattern for reporting a call. i.e.

a. State the nature of the call - to report some suspicious activity.

b. State the location of the activity - give the exact street name or building address, if possible.

c. Give a description of the person suspected of doing wrong, his license number and description of his car.

d. Give your name, address and telephone number.

(This situation could be role-played.)

Teacher says:

"Well, it looks like Willy had some good intentions, even if he did make a mistake. These were two situations in which Willy tried to be a good citizen."

"What are some other ways you can be a good citizen? If the children are slow to respond, ask, how does our custodian know which lights to replace? (Someone reported it to him.)

Evaluation: 1. Take a walk around the school grounds or within the school building. Look for:

a. Signs of a well kept school. (i.e., good lighting, hallways attractive and free of clutter, hedges trimmed nicely, etc.)

b. Signs of potential safety hazards. (i.e., cracked pavement, broken glass, scattered trash, etc.) Jot down notes relating to the nature of the item to be reported and its location.

Write a letter to the principal (alert her in advance that she will receive these letters and explain they are part of a unit on good citizenship). Direct the children to include a statement of appreciation for the signs of a well kept school. Diplomatically mention the things, if any, that you believe should come to her attention. For this part, use statements similar to the following:

"Perhaps you should know about,"

"Since it is not possible for you to be everywhere at all times, it might be helpful for you to know that..."

2. Crossword Puzzle.

Enrichment: 1. Using newspapers and magazines, have the students pick out pictures of good citizenship and describe what is being done. Have the students mount the pictures, write a caption referring to the action involved by the good citizen. Compile these together by punching holes in the left margin and fasten with brads. Make a cover for the book entitled, "Signs of Good Citizenship."

2. Start a class newsletter, to be printed monthly, giving recognition to students for their good citizenship. Be sure to give the student's name, class, room number and brief description of the action. This can be especially challenging for the exceptionally bright students who would welcome the opportunity to serve as a roving reporter.

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T 10-3

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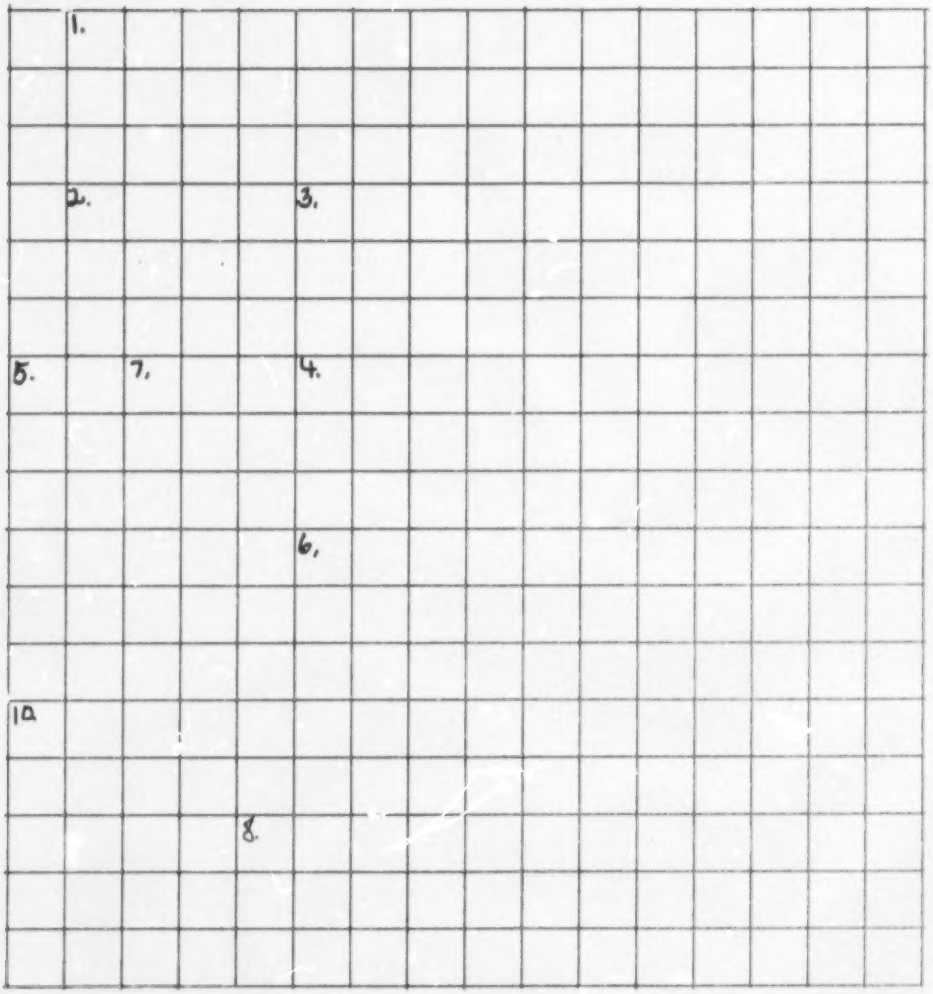
CROSSWORD PUZZLE



DOWN

1. To make sure that people stay safe and things get done we have _____.
3. _____ means people depend on us to do certain things.
5. Taking steps to avoid trouble is called _____.
7. The white lines on the street at some intersections mean a _____is there.

ACROSS

2. People who make sure rules are obeyed are called rule _____.
4. People who walk to and from places in the community are called _____.
6. Rules made to keep us from getting hurt are called _____rules.
8. In school you are called a student; in a community you are called a _____.
10. When there are lots of cars on the road we say there is heavy _____.

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ANSWERS TO CROSSWORD PUZZLE

DOWN

1. RULES
3. RESPONSIBILITY
5. PREVENTION
7. CROSSWALK

ACROSS

2. ENFORCERS
4. PEDESTRIANS
6. SAFETY
8. CITIZEN
10. TRAFFIC